

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13PA12

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Scott Carl

Official School Name: Loganville-Springfield Elementary School

School Mailing Address: 169 North Main Street
York, PA 17403-9808

County: York State School Code Number*: 112671603

Telephone: (717) 428-2240 E-mail: scott.carl@dallastown.net

Fax: (866) 227-6132 Web site/URL: http://www.dallastown.net/Domain/350

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Ronald Dyer Superintendent e-mail: ronald.dyer@dallastown.net

District Name: Dallastown Area School District District Phone: (717) 244-4021

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kenneth Potter

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 12066

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 12
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	55	46	101
1	45	52	97
2	67	51	118
3	49	55	104
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			420

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2011	414
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 6
Number of non-English languages represented: 6
Specify non-English languages:

Italian, Swedish, Chinese, Swahili, Vietnamese, Puerto Rican

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 77

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>10</u>
Paraprofessionals	<u>1</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>5</u>
Total number	<u>31</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

“I just wanted to express how pleased I have been to have my children attend Loganville-Springfield Elementary School over the past several years. The staff has done an amazing job at teaching, inspiring, and loving my children. It has been a joy to watch everyone in action and to see your love of children show in all that you do on a daily basis.”

-Loganville-Springfield Parent

The mission of Loganville-Springfield Elementary and the Dallastown Area School District, in partnership with family and community, is to provide a safe, innovative, and challenging student-centered learning environment that will prepare each student to become a successful, ethical, responsible, and contributing citizen of this changing world.

Loganville-Springfield Elementary School opened its doors in 1953 and has educated kindergarten through fifth grade students for most of its history. However, three years ago, our district opened a new intermediate school for its fourth through sixth grade students. As a result, Loganville-Springfield Elementary is now a K-3 school with full-day kindergarten. Approximately a decade ago, our school's attendance area experienced much growth with the creation of several housing developments (the largest containing close to 400 homes). Loganville-Springfield Elementary School is located close to the Pennsylvania/Maryland border. As our student population increased over the years, we have welcomed many families from Maryland who have chosen to move into our beautiful, rural community.

Currently, we have 420 Loganville-Springfield students in grades K-3. In addition to our core curriculum, our school offers gifted and learning support services, reading support (including Reading Recovery), speech and language support, hearing itinerant services, guidance, instructional support services, and occupational and physical therapy. As part of a well-rounded education, the Loganville-Springfield students also experience daily instruction in one of our specialty areas (art, music, physical education, library, and technology).

As visitors enter our school's lobby, they immediately see all of our Pennsylvania keystones. A keystone is awarded each year to Pennsylvania schools who meet adequate yearly progress on the PSSA tests. Loganville-Springfield Elementary School has received a keystone every year since the inception of the PSSA. We proudly display these keystones as a symbol of our commitment to academic excellence. Our most current keystone, from the 2011-2012 school year, reflects third grade PSSA proficiency rates of 95% in reading and 97% in math. We feel these outstanding scores are a result of differentiating instruction for each child. After identifying a student's strengths and challenges through a variety of assessments, our teachers' goal is to *wrap a curriculum around a child* rather than force a child into a standard curriculum. Through grade level meetings and data team meetings, our teachers communicate regularly to determine how best to meet the needs of every child.

Loganville-Springfield Elementary is fortunate to be supported by an active Parent Teacher Organization and a community that encourages our school. The PTO sponsors educational assemblies, an annual Holiday Secret Shop, Family Fun Night, and two Book Fairs. Our school also hosts a yearly Senior Citizen Holiday Meal, Art Fair and May Day, all of which are well supported and attended by our community. We also recognize the importance of exposing our students to community service projects. Annually, we collect money, food, and gifts around the holiday season for our school's needy families. Our students also create Valentine cards and collect personal care items for residents in local nursing homes.

Although we are very proud of our students' academic success, the staff at Loganville-Springfield Elementary is most proud of providing our students and families with a positive school environment. Fueled by the principal's formula of: *Success = 15% Skill and 85% Attitude*, the teachers recognize the importance of maintaining a positive environment. Rapport-building and connecting with each and every student is of utmost importance in the school. Our goal is to go beyond a mere respectful relationship to a caring relationship with students. Quite simply, we believe that effective learning cannot take place unless our K-3 students view our school as a happy, safe, and welcoming place. Our *No Place for Hate* initiative, which encourages acceptance of others, also adds to the positive feel of our school.

Whether it's greeting each child at the classroom door in the mornings, eating breakfast or lunch with students, or attending students' activities (ball games, dance recitals, etc.) outside of the school day, Loganville-Springfield staff members go above and beyond to connect with each child. From our teachers to our custodian, nurse, cafeteria employees, and a top-notch secretary who makes all parents and students feel special, we believe we have a fantastic school because of our positive culture! We truly are a "School Family" at Loganville-Springfield and feel that our positive environment sets us apart from most schools. It's what makes us a special place. It's what makes Loganville-Springfield the "Place to Be!"

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Dallastown Area School District, including Loganville-Springfield Elementary School, monitors student achievement through a variety of assessments, both formative and summative. Through participation in our state's PSSA assessment (Pennsylvania System of School Assessment), our district measures a student's performance in relationship to Pennsylvania's academic standards. The state uses four categories of performance in which to group student results on the PSSA: advanced, proficient, basic, and below basic. Currently, Loganville-Springfield Elementary administers the PSSA assessments in reading and math to our third graders. Scores in the advanced and proficient levels are considered acceptable, while scores in the basic and below basic levels are considered below standard.

For additional explanations of state performance levels, please visit www.pde.state.pa.us

Loganville-Springfield Elementary School also administers Study Island benchmark assessments throughout the year in grade three. The Study Island assessments are aligned with Pennsylvania's state standards. A total of six Study Island benchmark assessments are given (three in reading and three in math) throughout the year. Each assessment is scored using the same four reporting categories used on the PSSA (advanced, proficient, basic, below basic). These assessments are used as diagnostic tools for teachers, and the results of the assessments are used to help guide future instruction. Students also use Study Island at home for skill development in both reading and math. Blue ribbons are earned by students who have demonstrated success in skill areas.

Since the PSSA and Study Island both use the same performance levels, students and parents quickly become familiar with the categories.

Loganville-Springfield Elementary School is proud to have made Adequate Yearly Progress (AYP) each year on the PSSA assessments (since the inception of AYP). Looking at our third grade reading scores over the past five years, we have increased from having 89% of the students proficient or advanced in 2008 to having 95% of our third graders reaching the proficient or advanced levels in 2012. In third grade math, we have watched our percentage of proficient or advanced students increase over the past five years to 97% in 2012.

There are many factors that contribute to these outstanding PSSA scores. The anchor word for all teaching and learning at Loganville-Springfield is *differentiation*. Even before our students enter kindergarten, they are assessed in pre-literacy skills and math readiness concepts so their teachers can begin differentiating instruction from the start of the school year. We are also blessed to have a full-day kindergarten program. We are currently in year three with our full-day program and are very pleased with the academic gains that are occurring with the advantage of having our kindergartners with us all day. The importance of providing strong resources for our younger children continues in first grade. Our two reading specialists are able to provide intense instruction to our struggling first graders through the Reading Recovery program. In 2011 – 2012, we were able to train a second reading specialist in Reading Recovery as a result of a special i3 grant that our district was fortunate to receive.

Differentiation occurs in every classroom and within every subject at Loganville-Springfield. Our goal is to “wrap a curriculum around a child” in order to meet each student's individual needs. Whether it comes in the form of guided reading groups, flexible math groups, or focused remediation programs, instruction is geared to meet the wide range of student abilities.

We administer several other assessments during the year that provide us with informative data to help drive instruction. The Developmental Reading Assessment (DRA) is administered at a minimum of three

times a year in grades 1 – 3 and at least twice a year in kindergarten. This assessment allows teachers to identify their students' reading levels and to closely monitor the essential reading skills of accuracy, fluency, and comprehension. The DRA assessment also provides teachers with focus areas of instruction targeted for each child.

Second grade students are also tested at the beginning and end of the academic year through the MAP tests. MAP measures students' reading and mathematics achievement and provides another indicator of student academic progress, along with monitoring the effectiveness of our academic program.

Our outstanding achievement scores are also a result of creative thinking among staff members. For example, during the 2011 – 2012 school year, we identified 18 first graders who fell below our DRA benchmark to begin the third marking period. After brainstorming during a data team meeting, our first grade teachers took turns team teaching these students with one of our reading specialists. Essentially, the time these struggling students were immersed in reading almost doubled on a daily basis.

2. Using Assessment Results:

A. The staff at Loganville-Springfield Elementary looks at assessment data throughout the school year. Our district's teachers have created curriculum maps for each subject based on Pennsylvania's state standards. These maps are currently being revised to correlate with the Common Core Standards. The curriculum maps are also revised based on the analysis of assessment data.

At Loganville-Springfield, data team meetings occur quarterly with each grade level. In addition to the grade level teachers, we are joined at these meetings by our principal, reading specialists, instructional support teacher, guidance counselor, and school psychologist. PSSA data, MAP data, DRA data, and other in-house assessments are analyzed.

Our reading specialists work closely with classroom teachers in analyzing DRA results. Focus for instruction areas are determined and teachers plan lessons around these areas. Our two reading specialists are able to meet with the kindergarten through third grade students who did not achieve our DRA benchmarks. The reading specialists meet with these children in small groups. Additionally, in first grade, our reading teachers work with our lowest performing students in Reading Recovery. Reading Recovery allows intense, one-to-one instruction to occur daily for thirty minutes. During the 2011 – 2012 school year, our reading specialists worked with 80 K-3 students in small groups and serviced 18 first graders in Reading Recovery.

To help us monitor all of our students' reading progress, we utilize an assessment wall. The DRA levels are marked at the top of the wall. We then use small index cards to track the progress of each student in the school. At a quick glance, we can see which students are performing at, above, or below the benchmark.

In math, teachers in grades K-2 pre-assess each unit to determine their guided math groups. Teachers then remediate or enrich during the unit. In grade three, we utilize flexible math grouping among our five third grade classrooms. Students are pre-assessed on upcoming units and grouped according to their needs. Having the ability to group the third graders into five sections allows the teachers to differentiate more effectively.

In third grade, we utilize six Study Island benchmark assessments throughout the year (three each in reading and math). The benchmark levels in Study Island correspond to the state's PSSA levels of advanced, proficient, basic, and below basic. Not only do we get corresponding levels from Study Island, but the program also allows teachers to drill down to specific skills where students experienced challenges. Teachers can generate additional practice resources for these skills.

Loganville-Springfield Elementary is also fortunate to have several paraprofessionals, many of whom are certified teachers, provide support for some of our at-risk learners. Paraprofessionals push-in classrooms and also provide small group and one-to-one remediation.

B. Teachers at Loganville-Springfield Elementary communicate to parents regularly regarding student achievement. At the fall parent-teacher conferences, teachers share students' successes and challenges. Together, parents and teachers set goals for the students and outline appropriate actions to achieve those marks. In the spring, parents and teachers meet again to highlight student successes. Each child prepares a portfolio of work created throughout the year to share with his/her parents. Not only is the work shared, but the child also "runs the conference" and explains each piece of work to his/her parents! These student-run conferences are always well received by parents. The fact that students themselves are sharing their achievements with parents make the conferences even more meaningful.

The Dallastown Area School District also publishes an Annual Report which is posted on the district's website for the community to view. The Annual Report contains the district's PSSA scores and explains other assessments given throughout the grades. The Annual Report conveys to our parents and community that we are proud of the relevant, vigorous, and comprehensive program presented to our students. The Annual Report confirms that student achievement remains strong in the Dallastown School District, and particularly at Loganville-Springfield Elementary!

3. Sharing Lessons Learned:

The staff at Loganville-Springfield Elementary School is proud of its students' accomplishments. Student success over the years has been a result of meaningful lesson planning, data driven and innovative instruction, and purposeful assessment. The Loganville-Springfield staff willingly shares classroom successes with other teachers, both within and outside of the district.

Over the past few years, our literacy coach has been training classroom teachers throughout the district in the Lucy Calkins approach to writing. This program aligns the traditional writing workshop model with Common Core State Standards. Teachers meet six times throughout the year to learn how to meet objectives in each area of writing. They are also presented with a detailed scope and sequence of lessons to follow and given mentor texts to help them meet those objectives. The literacy coach also leads monthly Literacy Team meetings in our building. During these literacy team meetings, resources are shared which connect reading instruction with the writing curriculum.

In addition to meeting weekly in grade level groups, teachers at Loganville-Springfield have also been assigned to vertical teams. These teams consist of a teacher from each grade level (K-3). During vertical team meetings, teachers bring student work to share and analyze. We believe in the importance of having all teachers understand the expectations associated with all grades.

Every Loganville-Springfield teacher has been trained in the *Balanced Literacy Framework*, which is a staff development course offered in our district. As a result, nearby York College regularly requests to send its elementary education majors to our school to observe the various components in our literacy framework. In addition, several K-3 teachers from other buildings in the district annually observe Loganville-Springfield teachers during guided reading instruction. Time is always provided after the lesson for meaningful dialog to occur between the teachers.

Loganville-Springfield Elementary is known for its annual PSSA "Game Plan" created by the principal. The plan includes assigning support staff members (reading specialists, IST teacher, paraprofessionals) to small groups of students who did not demonstrate proficiency on the latest Study Island benchmarks. The support staff members target the specific reading or math skills, identified by Study Island, where these students performed below benchmark. The other large piece of the "Game Plan" targets all of the students. All third grade students participate in a series of five PSSA practice sessions. Planned and led by

the principal, these light, stress-free sessions provide all students with the opportunity to practice and review certain skills/topics from the state's eligible content that might appear on the PSSA assessments. The principal has shared this "Game Plan" with other district principals as well as principals from nearby districts.

Our classroom doors are always open at Loganville-Springfield. Not only do we enjoy sharing our talents with others, but we also recognize the importance of learning from others as we continually look to better ourselves as educators.

4. Engaging Families and Communities:

We are very delighted with the number of ways in which parents become an active part in their children's education at Loganville-Springfield. Many of our parent involvement activities relate directly to enhancing students' achievement.

We host a Literacy Night for parents at the beginning of each school year. During this evening, our teachers and reading specialists share reading and writing strategies that parents can use at home when working with their children. Our reading specialists also invite the parents of our Reading Recovery students to observe a lesson during the school year.

We also hold two Math Nights during the year. Parents join their children for these nights and participate in math related games to review skills and concepts.

The literacy coach at Loganville-Springfield also organizes Breakfast Book Clubs during the year for our third grade students. Parents and students read the same book prior to the breakfast. During the breakfast, the parents and students participate in a book discussion.

Our spring parent conferences are student led. The children share work produced throughout the year with their parents. The students explain what the projects are and how they were completed. Having students share their academic successes with their parents is truly a fulfilling experience!

The Loganville-Springfield parents are second to none! Our fantastic PTO organizes events like Family Fun Night, the Jog-a-Thon, the annual Talent Show, and May Day. They also provide all of the students with assemblies, memory books, and t-shirts to promote school pride.

Parents also connect with the school through our volunteer offerings. Each month, we have close to 75 parent volunteers assisting us in the school. Parents are an integral part of our Kid Writing program. Our parents also volunteer in the teacher work room and in the cafeteria. We are grateful for our supportive parents!

Regular communications go to our parents in a variety of ways. The principal sends home a monthly newsletter highlighting student achievements and advertising future events. Individual teachers also send home newsletters in addition to emailing and phoning parents. Teachers also send home a daily behavior chart as part of our SWEBS program (School-Wide Effective Behavior System) to keep parents informed. Our school's website is updated frequently and always lists upcoming activities. The website also contains a slide show of pictures featuring the students in learning situations or simply showing their school pride!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Consistent with the Mission and Vision of Dallastown Area School District, the students of Loganville-Springfield Elementary School are being prepared to participate fully as citizens of the fast-paced and ever-changing world community of the 21st century. A rigorous and coherent program of studies is in place with this goal in mind. Students are encouraged to engage in a variety of learning activities specifically planned for relevance and meaning, yet developmental in scope. Technology is integrated into all aspects of the curriculum, with iPads, laptops, appropriate software and applications, and keyboarding included as facets of instructional delivery.

The K-3 program is aligned to the Pennsylvania State Academic Standards which now reflect the inclusion of the Common Core State Standards. Instructional design is robust: Skills are presented in a scope and sequence through an age-appropriate methodology and are related to the developmental needs of the young learner. A multi-sensory and technologically advanced approach is reflected in the program. Further, curriculum maps developed by the teachers guide the teaching and learning, fashioned in a coherent, consistent manner.

- The Language Arts program is entirely developmental in approach and content. A balanced literacy program is in place which includes phonemic awareness, phonics, fluency, comprehension strategies, and vocabulary development. Writing instruction begins in kindergarten with “Kid Writing” and continues throughout the grades. Narrative, expository, and persuasive pieces of writing are developed in the program. Further, “Word Study” is the approach used in the teaching of spelling. Students are constantly assessed, and their placement in the various programs is fluid and varied.
- Mathematics curriculum maps, developed by the district’s teachers, are consistent with the state’s PA Academic Standards and the Common Core State Standards. Practice and content are emphasized and guides are provided in the maps to ensure that all of the standards are presented to the students in grades K-3. Number and operations, problem-solving, data analysis and probability, geometry, measurement, algebraic concepts, communicating and representing equations, and basic reasoning and proofs are taught in the elementary mathematics program. Daily lessons include presentations in varied formats and opportunities for hands-on mathematics exploration. Practice of skills takes many forms, and assessments are embedded in daily activities.
- Inquiry-based instruction is the format of the Science curriculum. Biological/health and physical, earth/space, and environmental sciences comprise the units. United Streaming/Discovery Learning, inquiry kits and modules, experiments and demonstrations, webcasts, and field trips expand upon the program. Health is included in the science curriculum and reflects aspects of nutrition, safety, good habits, and daily exercise appropriate to the young learner.
- The primary age (K-3) Music Program presents students with experiences in Kodaly (vocal), Dalcroze (movement), and Orff (instrumental) methodologies. A string program is accessible to interested third graders and is a gateway to an expansive set of orchestra experiences for students in the upper grades.
- Social Sciences include the study of history, geography and government. In third grade, students explore Pennsylvania in depth. Citizenship, community, and the following of rules and laws are reflected in lessons at all grade levels K-3.

- Technology instruction, library, art, and physical education are also included in the K-3 instructional program. Technology education introduces students to many computer skills and applications. The library program contains many resources and the curriculum maps include defined skill development in the areas of library research, note-taking, and sources. Art instruction occurs weekly in all grades taught by an art instructor. Students use a variety of media, create portfolios, and exhibit their work annually. Physical education is taught weekly, focusing on motor skills, physical fitness and endurance, and the maintenance of active, healthy lifestyles.

2. Reading/English:

Dallastown Area School District's elementary schools embrace the facets and components of a balanced literacy program. The curriculum and instructional delivery are predicated upon a belief that the curriculum should "wrap around the child," rather than the child "be inserted into the curriculum." A developmental approach taught with integrity is the foundation of the program. Guided reading, differentiation, the use of varied, appropriate, and relevant texts, and teachers' use of best practice (including mini-lessons, flexible reading groups, individualized instruction, Reading Recovery, individual reading and writing conferences, and reading response journals) are evident in the program.

Assessment is essential to program delivery. Assessment data inform the teachers about a student's developmental needs and emerging expertise. These data also assist teachers in aligning lessons with the Pennsylvania State Academic Standards. Running records, Study Island, benchmark and teacher made assessments, progress monitoring, MAPS, and the DRA are widely used to calibrate instruction.

The principal, classroom teacher, curriculum supervisor, IST teacher, and the literacy coaches work collaboratively to review student progress and to refine the instructional program based on student needs. The Wilson Program and Reading Recovery, as well as other coaching models, provide consistent, daily interventions to support the growth of remedial readers.

Supplementing the leveled texts used in the classroom are *Lucy Calkins Units of Study for Reading and Writing*, the use of technology applications, and **Words Their Way**. Professional development is on-going, with workshops and presentations delivered by literacy coaches and educational consultants. Additionally, opportunities are provided for teachers to collaborate in planning sessions with colleagues.

Whether or not the student is proficient in reading skill development and fluency, Loganville-Springfield's reading program is designed to address the needs of students through targeted instruction, flexible grouping, varied incorporation of narrative and expository texts and materials, and supplemental instructional reading activities.

3. Mathematics:

The mathematics program at Loganville-Springfield Elementary School is aligned with the Pennsylvania State Academic Standards and the Common Core State Standards (CCSS). Along with remediation, enrichment, and assessment materials, the Scott Foresman Mathematics series provides a format for planning and instruction. Curriculum maps developed by the district's teachers comprise the major content and features of the program, and have been updated to include practice and content expectations found in the CCSS.

Problem-solving and critical thinking are attributes of the program. Hands-on experiences, the use of manipulatives, interactive whiteboards and other technology, and flexible grouping assist students in exploring the realm of mathematics in very real and relevant ways.

Assessment is an integral part of the mathematics instructional program. Study Island, teacher created assessments, Rocket Math, the PSSA tests, and MAPS provide teachers with data for making informed curricular decisions. Students' strengths, needs, and retention of learning are identified.

Numerous interventions are in place at Loganville-Springfield: Collaborative teaching, specialist tutoring, volunteer tutors, technology, and supplemental instruction are provided with the goal that all Loganville-Springfield students will display strong, intact mathematic proficiency and conceptual development.

4. Additional Curriculum Area:

An area that has received much attention during the past three years has been the enhancement of the library-media program. At Loganville-Springfield Elementary School, the library media program has become an essential part of the student's K-3 educational experience. The district's library media specialists have worked collaboratively with teachers across the various disciplines to provide extensions, support, and enrichment for the many expected educational outcomes in the various subject areas and disciplines. The library media center at Loganville-Springfield is an exciting and stimulating hub of activity. Innovation, interdisciplinary studies, and exhibits of student-designed projects are prominent in the center.

Using technology applications, hardware, Kindle and iPads, and varied media, the center provides students with experiences in finding information, using information, sharing information, and in enjoying narrative and expository literature. The Common Core State Standards are embedded in the literacy experiences, and students are taught a spiraled, sequential curriculum containing library media standards, concepts, activities, and other literacy modules.

The library media specialist collaborates with teachers across the disciplines. This collaboration is evident in the project displays and is reflected in the instruction delivered by teachers. The library media specialist is well-equipped to assist the teacher in supplementing instruction and in promoting innovative lesson designs. With the assistance of the library media specialist, meaningful learning and a richer variety of learning supplements are consistently present in teachers' lessons. The library media specialist is uniquely qualified in leading classroom teachers' use of media resources.

Examples of these collaborative lessons include:

- Research and primary/secondary source processes through the "Super 3" approach
- Use of the library media specialist's website which also includes Web 2.0 sites
- Incorporation of educational webcasts, videoconferences, video and Discovery Learning supplements, and other resources
- Clickers, Smart Boards, Kindle, and other interactive methods

As a result of the collaborative structures, students are better prepared to research, locate appropriate sources, take notes, compose reports and summations, and utilize technology – all essential to 21st century learning.

5. Instructional Methods:

Several "hallmarks" of instructional methodology are found at Loganville-Springfield Elementary School. First, the use of assessment data is ongoing and is even obtained before students enter the school through pre-enrollment screenings. These data inform teachers about students' skill fluency and expertise and their academic background and proficiency. Data meetings are held by the principal, the Instructional Support Teacher, counselor, Reading Recovery teacher, and/or literacy coach. Response to

Instruction/Intervention occurs in this manner, with specialists and classroom teachers collaborating on ways to plan and deliver lessons that meet student needs and proficiency levels.

Second, we provide a vibrant gifted program for targeted or identified students in this realm. Differentiation of instruction is one approach utilized; however, the gifted specialist, technology specialist, literacy coach, and library media specialist collaborate and provide pull-out or embedded experiences to challenge, accelerate, or enrich students' educational experiences. Higher level thinking activities – which include technology simulations and individualized projects – are provided for these students.

Third, teachers use *Lucy Calkins Units of Study for Reading and Writing* and a robust set of composition strategies and approaches to connect students' reading and writing processes in appropriate and meaningful ways.

The English Language Learner population receives differentiated instruction and the services of an ELL specialist in both pull-out and classroom-delivered methods. These students receive focused instruction about high utility words and phrases, phonemic awareness, pre-teaching of academic vocabulary, direct teaching of concepts, and additional opportunities to hear and interact with the English language in multiple settings.

Special education services are provided to identified students through the Individualized Education Plan and data collection processes. Instruction and related services are delivered through combinations of formats including “push in” and “pull out” as well as mainstreaming and integration strategies. Intervention and curriculum models and materials for special education students are either the same as or are similar to those of their typical peers, but adaptations and accommodations are made through the IEPs.

Last year, Rocket Math was added to the mathematics program to increase students' facility and accuracy with math facts. Taught and assessed in a fun, individualized manner, students' scores indicated double digit gains through this approach. Fluency with math facts has increased students' accessibility and ability with more complex mathematics problems, including word problems.

6. Professional Development:

Loganville-Springfield Elementary School provides its staff members with multiple opportunities for professional growth. Certain topics – for example, diversity awareness training, Universal Teaching Strategies, Model for Teaching – are presented at district-wide staff development sessions. Loganville's staff, however, participates in school-based follow-up activities to hone those strategies for that setting. Application is determined through those sessions for school implementation, tailored to the specific needs of Loganville's student population and school community.

Presentations about research-based instructional strategies, best practice, and interventions or supports are made throughout the school year, either in tandem with faculty/staff meetings or in separate topic-specific sessions.

Peer coaching and collaboration are evident at Loganville, as is a strongly embedded spirit of “team” and collaboration. Teachers easily share best practices and strategies with each other, and student achievement levels dramatically display the effectiveness of collaboration.

Professional development can be accessed through *PD360*, a server-based digital library of outstanding speakers and educational experts presenting a wide variety of topics. Teachers, specialists, and administrators can easily access these sessions, play and replay them, and use the ancillary materials to articulate or increase professional practice. It is an incredibly rich and diverse repository of digital materials.

Literacy coaches assist classroom teachers in perfecting strategies for increasing student reading skill development, and the Reading Recovery teachers are available for further consultation and professional assistance for RR students' transition into the regular reading program. The district's Supervisor of Curriculum and Instruction and the district's Director/Assistant Director of Special Education provide inservice and staff development opportunities for Loganville's staff. Additionally, Loganville's staff members can access staff development opportunities at local colleges and universities along with the Lincoln Intermediate Unit's professional development program.

7. School Leadership:

The legacy of collaboration, high student achievement, and the culture of student-centeredness truly begins with the principal, Scott Carl. Mr. Carl has clearly outlined a vision of academic achievement and teaming in the years of his principalship at Loganville-Springfield. He follows best practice, engages in professional development himself, and reflects the latest professional literature and thinking in his interactions with staff, students, parents, and colleagues. He is committed to effective, research-based instructional strategies, and classrooms that are vigorous, stimulating, and engaging to the primary age child.

His expectations are high, and student achievement scores display those expectations. The teachers are enthusiastic and completely embrace Mr. Carl's vision for the school. The spirit of collaboration and teaming are immediately evident when visiting the school.

Mr. Carl uses grade level teams, a Data Team, counselor, Instructional Support Teacher, and other specialists to gauge the effectiveness of instructional strategies and innovations. Those staff members provide leadership and mentoring to their colleagues, and they are also used both formally and informally in ad hoc committees to problem-solve ways of meeting student needs. Considerable time and effort are expended by faculty, staff members, and the principal in discussions identifying and supporting the varied needs of Loganville's student population. Teachers meet as grade levels weekly to discuss academic issues, to share resources and strategies, to determine pacing and sequencing, and to align their work with other grades, the district, and the state in meeting various goals.

Mr. Carl believes in the power of building relationships. Not only does he work hard to build relationships with his colleagues, staff members, and the administration, but he has also built solid relationships with the students and the parents. He meets individually with each student at least once each school year. After the PSSA test scores arrive, he meets with each student who participated in that assessment to review the results. Building positive relationships with the parents and guardians is also a major goal. He meets often with parents, supports and is active with Loganville's vibrant Parent Teacher Organization, writes a monthly newsletter (and communicates more often if needed), maintains an informative school website, and has even visited homes if the need arises.

Not only does Mr. Carl evidence solid leadership, he exudes an accessible and fun demeanor. He juggles, tells short stories, dresses up in costumes or meets challenges to motivate and celebrate learning accomplishments, and actively participates in faculty talent shows.

Leadership in many forms, displayed by the principal and staff members, is solidly in place and is vividly evidenced at Loganville-Springfield Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	97	88	93	88	97
Advanced	62	60	57	57	69
Number of students tested	102	98	104	106	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	75	82	92	100
Advanced	64	40	35	50	67
Number of students tested	11	20	17	12	12
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	7	7	9
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	6	5
4. Special Education Students					
Proficient Plus Advanced	70	27	Masked	56	83
Advanced	20	7	Masked	17	33
Number of students tested	10	15	8	18	12
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Results for groups less than 10 not disaggregated by PDE.					

13PA12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	95	88	90	89	89
Advanced	47	43	35	36	35
Number of students tested	102	98	104	106	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	80	77	58	92
Advanced	27	35	24	25	17
Number of students tested	11	20	17	12	12
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	7	7	9
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	6	5
4. Special Education Students					
Proficient Plus Advanced	60	34	Masked	50	42
Advanced	0	7	Masked	11	17
Number of students tested	10	15	8	18	12
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Results for groups less than 10 not disaggregated by PDE.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month			Mar	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced			97	96	95
Advanced			63	68	53
Number of students tested			102	96	104
Percent of total students tested			97	100	100
Number of students alternatively assessed			3	0	0
Percent of students alternatively assessed			3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced			100	70	86
Advanced			31	40	43
Number of students tested			13	10	14
2. African American Students					
Proficient Plus Advanced			Masked	Masked	100
Advanced			Masked	Masked	40
Number of students tested			6	9	10
3. Hispanic or Latino Students					
Proficient Plus Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			4	4	3
4. Special Education Students					
Proficient Plus Advanced			77	88	85
Advanced			23	38	14
Number of students tested			13	16	21
5. English Language Learner Students					
Proficient Plus Advanced					Masked
Advanced					Masked
Number of students tested					1
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Results for groups less than 10 not disaggregated by PDE. In 09-10, students alternatively tested met the eligibility guidelines per PDE based on a grade span (i.e. - no other students in the school were alternatively tested). Fourth graders from Loganville-Springfield Elementary School moved to our district's new intermediate school beginning with the 2010 - 2011 school year. Therefore, fourth grade PSSA scores were not attributed to Loganville-Springfield Elementary for the past two years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month			Mar	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced			93	94	83
Advanced			70	63	44
Number of students tested			105	96	104
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced			74	80	79
Advanced			47	50	36
Number of students tested			15	10	14
2. African American Students					
Proficient Plus Advanced			Masked	Masked	90
Advanced			Masked	Masked	40
Number of students tested			7	9	10
3. Hispanic or Latino Students					
Proficient Plus Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			4	4	3
4. Special Education Students					
Proficient Plus Advanced			51	82	48
Advanced			13	13	10
Number of students tested			16	16	21
5. English Language Learner Students					
Proficient Plus Advanced					Masked
Advanced					Masked
Number of students tested					1
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Results for groups less than 10 not disaggregated by PDE. Fourth graders from Loganville-Springfield Elementary School moved to our district's new intermediate school beginning with the 2010 - 2011 school year. Therefore, fourth grade PSSA scores were not attributed to Loganville-Springfield Elementary for the past two years.					

13PA12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month			Mar	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced			91	84	89
Advanced			67	50	65
Number of students tested			93	103	96
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced			77	77	73
Advanced			62	44	46
Number of students tested			13	18	11
2. African American Students					
Proficient Plus Advanced			Masked	Masked	82
Advanced			Masked	Masked	55
Number of students tested			8	8	11
3. Hispanic or Latino Students					
Proficient Plus Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			3	3	2
4. Special Education Students					
Proficient Plus Advanced			72	45	56
Advanced			36	27	28
Number of students tested			14	22	18
5. English Language Learner Students					
Proficient Plus Advanced				Masked	
Advanced				Masked	
Number of students tested				1	
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Results for groups less than 10 not disaggregated by PDE. Fifth graders from Loganville-Springfield Elementary School moved to our district's new intermediate school beginning with the 2010 - 2011 school year. Therefore, fifth grade PSSA scores were not attributed to Loganville-Springfield Elementary for the past two years.					

13PA12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2007-2012

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month			Mar	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced			89	80	88
Advanced			36	31	38
Number of students tested			94	103	96
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced			85	72	73
Advanced			23	22	9
Number of students tested			13	18	11
2. African American Students					
Proficient Plus Advanced			Masked	Masked	82
Advanced			Masked	Masked	9
Number of students tested			8	8	11
3. Hispanic or Latino Students					
Proficient Plus Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			3	3	2
4. Special Education Students					
Proficient Plus Advanced			57	46	67
Advanced			7	5	11
Number of students tested			14	22	18
5. English Language Learner Students					
Proficient Plus Advanced				Masked	
Advanced				Masked	
Number of students tested				1	
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Results for groups less than 10 not disaggregated by PDE. Fifth graders from Loganville-Springfield Elementary School moved to our district's new intermediate school beginning with the 2010 - 2011 school year. Therefore, fifth grade PSSA scores were not attributed to Loganville-Springfield Elementary for the past two years.					

13PA12